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ABSTRACT

Project SHARE (Staff Helping Attain Relevant Education) designed and implemented a consultative/assistance team approach to assess and meet the instructional needs of handicapped students with limited English proficiency enrolled in kindergarten through grade 2 in New York City Public Schools. The program sought to develop the students' cognitive/academic and social skills through the use of native language (Spanish) and English-as-a-Second-Language techniques. The project provided consultants to train staff in consultative/collaborative strategies. Evaluation of 77 student participants indicated that the project's strength was its focus on early intervention and prevention. The time-consuming nature of the one-on-one sessions caused staff concerns about including additional project sites. This evaluation report describes staffing, project implementation and outcomes, and a case history. An appendix describes data collection and analysis procedures. (JDD)

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OREA Report

STAFF HELPING ATTAIN RELEVANT EDUCATION
(Project SHARE)
Grant Number: T003L00025
1990-91

Final Evaluation Profile

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STAFF HELPING ATTAIN RELEVANT EDUCATION
(Project SHARE)
Grant Number: T003L00025
1990-91

Final Evaluation Profile

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7/26/91

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in the Appendix following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Staff Helping Attain Relevant Education (Project SHARE)

Grant Number: T003L00025
1990-1991

EXTRACT

PROJECT DIRECTOR: Nancy Villarreal de Adler FUNDING CYCLE: Year 1 of 3

SITES

School	Community School District (C.S.D.)	Grade Levels	Enrollment (Total 77)
P.S. 48X	8	K - 2	39
P.S. 134X	12	K - 2	10
P.S. 145K	32	K - 2	10
P.S. 202K	19	K - 2	18
P.S. 112M	4	K - 2	

OREA did not receive data on participating students at P.S. 112M.

STUDENT BACKGROUND

Native Language	Number of Students
Spanish	77

Countries of Origin	Number of Students
United States	58
Puerto Rico	11
Dominican Republic	3
Other countries	5

Mean Years of Education in Native Country: 0.1; in the United States: 1.1

Percentage of Students Eligible for the Free Lunch Program: 98.7

ADMISSION CRITERIA

Students were eligible for admission if they scored at or below the 40th percentile on the Language Assessment Battery (LAB) and were certified for special education. A bilingual social worker, school psychologist, and educational evaluator assessed the student for special education certification.

PROGRAMMING

Features

Project SHARE designed and implemented a consultative/assistance team approach to assess and meet the instructional needs of handicapped students of limited English proficiency (LEP) enrolled in kindergarten through grade two in New York City's Modified Instructional Services (MIS) IV and Bilingual Instructional Services (BIS) programs. The program developed the students' cognitive/academic and social skills through the use of native language (Spanish) and appropriate English as a Second Language (E.S.L.) techniques.

Strengths and Limitations

The focus of the project on early intervention and prevention was its strength. The project provided consultants to train staff in consultative/collaborative strategies, such as how to evaluate problems and arrive at solutions collectively to benefit the target students. Most of the consultations which project staff held with teachers and S.B.S.T. members were one-on-one. This intensive work proved time-consuming, and the project director doubted it would be possible in the following year to include additional sites as planned.

CONCLUSIONS

Project SHARE was fully implemented. It proposed no objectives for its first year of funding. There was a great deal of activity in both the staff development and parental involvement components of the program.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 3)

All staff were certified in areas they served.

Title	Degree	Language Competencies	Title VII Funding
Bilingual School Psychologist	M.S.	Spanish	Full time
Bilingual Educ. Evaluator	M.S.	Spanish	Full time
Bilingual Social Worker	M.S.W.	Spanish	Full time

Other Staff Working With Project Students (Total 24)

Title		Degree		Certification		Teaching/Communicative Proficiencies (TP/CP)*
Teacher	12	M.A.	3	Ancillary Bilingual	6	Spanish TP 12, CP 12
Educational Assistant	12	M.S.	4	Bilingual Special Education	5	
		B.A.	4	T.P.D.	1	
		B.S.	1			

IMPLEMENTATION AND OUTCOMES (No objectives were proposed for this first year of funding.)

English as a Second Language (E.S.L.)

The project offered five periods a week of beginning level E.S.L.

Staff used the following teaching strategies: total physical response, the multisensory approach, and a literature-based approach. In total physical response, students acted out stories using body language. In the multisensory approach, students learned by listening, speaking, seeing, touching, and reading. The literature-based approach had students dramatize events from stories that teachers had read to them. The children also used blocks, crayons, puppets, dolls, paints, chalk, the chalkboard, newsprint, drawing paper, and commercial games. The teachers played word-matching and vocabulary games with the students, and together they developed language experience charts based on class activities or trips.

Native Language Arts (N.L.A.)

The project offered 20 periods a week of beginning level N.L.A.

The project assigned a teacher and paraprofessional to each group of ten students. In addition to the literature-based approach described above (in connection with E.S.L.), the project used a language experience approach that provided concrete experiences as preparation for language work in class. For example, students were taken on a shopping trip to the supermarket before studying the vocabulary of grocery shopping.

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*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

Staff used very large books, such as Una Extraña Visita by Alma Flora Ada in which words and pictures were large enough for the whole class to see and read. The teacher directed the class to read, discuss, dramatize, and play games based on the stories. Students also read, individually, such books as Días y Días de Poesía, by David Lloyd and Gill Tomblin; the teacher and paraprofessional assisted as needed.

Other materials included the "Magnetic Way" kit, the Magic Circle, and the play "Pérez y Martina."

Staff Development

The project provided full or partial tuition assistance to 45 special education teachers.

The project held six training sessions for project staff and personnel at district offices in Community School Districts (C.S.D.s) 4, 8, 12, 19, 32 and the Bronx regional office to present procedures for developing and implementing the consultative approach by means of systematic problem-solving and collaborative learning among professionals, the role of the school psychologist in the prevention of premature referral and placement in special education, and theoretical concepts related to second language acquisition and assessment issues.

In conjunction with the Multifunctional Resource Center (MRC) of Hunter College and Fordham University's School of Education, the project offered a one-week seminar in the summer. Twenty-five teachers and education evaluators as well as 25 paraprofessionals received intensive training in the materials and techniques of native language instruction for bilingual special education students.

Parental Involvement

The project held workshops with parents to provide them with information and materials pertaining to bilingual special education, parenting skills, and other community/school issues. One workshop introduced them to Project SHARE and the consultation model, and others introduced issues related to parental roles in their children's education. Workshops demonstrated parent-led interactive activities with the child to promote language development and communication in the home through the use of puppets. A Parents' Fair offered consultation services, hands-on training, and workshops conducted by the parents themselves.

Project SHARE organized the Parent Institute component of the annual conference of the New York State Association for Bilingual Education (SABE). Seventy-five parents of project students attended the institute, as well as more than 700 other parents from throughout the state. Several parents took an active role as presenters or moderators of the institute's workshops, whose topics included strategies to enhance the child's communication skills at home.

MAINSTREAMING

No students were mainstreamed in the current year.

CASE HISTORY

A five-year-old male kindergarten student from Central America, J. had come from a day care program. He was smaller than the other children, and did not relate well to them. He would frequently stand up, shake his arms and legs, and jump around. He was diagnosed as having delayed language and motor skills development.

Staff evaluated J. and placed him in a bilingual MIS IV kindergarten class. After several consultations, J.'s mother agreed to come to class to work with him. The classroom teacher prepared materials for making puppets and showed J.'s mother how she could use them to help him in class and at home. The teacher modeled behavior for the care of the puppet, and J. practiced this behavior at home. A connection was thus made between the home and school, which decreased J.'s tendency to withdraw from people and activities. One of his classmates became his mentor and looked out for him. The teacher and paraprofessional gave him individualized instruction and attention whenever possible. Positive changes in J.'s behavior developed after several months. He became more outgoing, started achieving many of his Individualized Educational Plan (I.E.P.) goals, and

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed. OREA gathers data from this form on backgrounds before demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a t-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a z-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.